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ABSTRACT

This model for an inservice workshop is based on an ongoing relationship between a college or university (acting as consultant) and an instructional staff. The workshop is built around an actual problem situation facing the staff, in this case, the task of providing remediation in conjunction with the Florida State Assessment Test. The design of the workshop is based on the assumption that the answers to a school's problems reside in the staff themselves and the task of the workshop designer is to foster the emergence of these answers. The program is composed of four separate workshops focusing on problem identification, solution design, solution development, and evaluation. Workshop teams are made up of three to seven teachers. There is an emphasis on communications, personal ownership of solutions, team building, role modeling, and organizational norm setting. Teachers assume more leadership as the workshops progress. The workshops thus are aimed at both solving a particular instructional problem and fostering staff development. (Author/JM)

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FLORIDA LINKAGE SYSTEM INSERVICE PROCESS WORSHOP: BUILDING A BRIDGE

By

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The trends for the delivery of inservice staff development are changing. In the past, an "outside consultant" with a reputation for academic or scholarly skills was hired to meet with a school or departmental faculty. The purposes of these inservice workshops varied depending upon the perspective of the consultant, i.e., meeting administrativetive or instructional needs. It is not the purpose of this paper to review the limitations of hiring an outside expert for a day or two for the purpose of lecturing on innovative instructional methodoloies. Suffice it to say that this fast "in and out" method is questionable, as evidenced by the negative attitudes typically expressed by teachers. These teacher attitudes are oftentimes the result of (1) misdirected target goals by the outside expert due to an inadequate needs assessment completed prior to the visit, (2) no personal ownership by the expert, in that he will not suffer the consequences of any recommended change, and (3) lack of follow-up and feedback between the expert and the teachers.

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Introduction

The traditional in-service training workshop for teachers has taken the form of a one-shot encounter with an expert consultant designed to impart instruction and evaluation solution strategies, motivational and discipline teachiques, and classroom management ideas. Most teachers now perceive these traditional in-service workshops as a waste of time. The world of the classroom teacher demands (a) problem specificity, (b) solution relevancy, (c) high success probability and (d) a sense of personal reward. If the outside expert misses any one of these four criteria, teacher participation and interest in the workshop drop off radiply. Another approach to in-service is called "process training". It has the built in advantage of continually meeting these four demands (since the persons making decisions are school based personnel).

One of the assumptions upon which this process workshop rests is that given a reasonable amount of time, materials, and skills in group processes, teachers will be able to generate instructional solutions designed to improve student performance. In spite of the presence of workshop facilitators, reliance upon experts and outside consultants is not a requirement for workshop success. The accumulated knowledge which resides within a group of teachers who are determined to solve an instructional problem contains all the ingredients for success: (1) subject matter competence, (2) familiarity with student motivational patterns, (3) awareness of school resources and constraints, (4) clear understanding of classroom objectives, (5) awareness of school norms and (6) adaptability. While these attributes have always resided within most teachers, an encouraged outlet has existed only at the individual

level, not the group level. The causes of these phenomena are not the subject of this paper; rather it has been observed, that teacher role differences and organizational norms have encouraged teachers to be isolated from one another and thus has minimized their formal interaction. This workshop design reverses the traditional conditions of isolated decision-making in favor of participative decision-making process.

The process workshop's strength comes from the strength of the group. Participative management and decision making bring out a variety of alternative solutions, which are then placed before the group for inspection, review and refinement. All members of the group have a say in formulating the group's output and expectations, thus creating personal ownership, and commitment toward the group's norms. In addition, the organizational setting is positively influenced, whereas it was not in the traditional training workshop. For the first time, teacher attitudes and values are integrated and operationalized in a group setting. Conflict within groups is not viewed as dysfunctional, but rather as facilitative in hammering out the best solutions. Problem solving becomes routine for teachers and very soon they learn that their opinions, ideas, and solutions have an effect on the organizational policy. The result is that norms (that behavior expected by the group of any single individual) begin to change teacher roles. One of the most important characteristics of innovative change within an organization (school), is that if change is to take place, norms and roles must also change. The result: allow teachers to have an organizational

impact, and they will revitalize the idealism they began with as teachers and, as responsible professionals, they will generate instructional solutions designed to improve student performance.

One of the newest trends which diminishes the limitations listed above involves the method of process decision making entitled "shared governance". Briefly, this approach advocates an organization like a university or college department providing an on-going consultant services (e.g., Technical Assistance) to a school district, that is, an organization to organization relationship rather than the traditional individual to organizational relationship, (Drummond & Nuernberger, 1977). The university or college department is in an excellent position to help develop and deliver clinical processing skills within the framework of inservice education, (Hauserman, 1978). These process skills should concentrate on instructional methodology and encourage the professional teacher to become an improved problem solver, i.e., adapter of curriculum rather than an adopter of curriculum methods as demonstrated by an "expert". The college department should form a working relationship which provides a continuous consultant relationship on the realities that exist for the instructional staff in the administration of their duties. One of those realities i.e., problem situations for the State of Florida has been the Statewide Assessment Program.

Problem Situation background

A recent priority of the Florida educational system has been the improvement in student performance basic skills necessary to perform the

reading, writing, and mathematics tasks required by everyday living. The Statewide Assessment Program (Turlington, 1977) has stated standards, skills, and objectives for grades three, five, eight and eleven. In addition to the basic skills, at the eleventh grade (11) a Functional Literacy Test is also included. The 1977-78 test data has been reported back to each participating school and includes an objective by objective analysis of student performance. The schools are now charged with the responsibility to remediate the eleventh grade students who failed the Functional Literacy Test, and to modify their curriculum and/or instructional methods to obtain a higher percentage of passing students for the other grades, i.e., three, five, and eight (3, 5, 8).

For those students who failed the Functional Literacy Test the state has begun a Compensatory Education Program (CEP) designed specifically to remediate the deficiences in basic skills. A recent on-site review of CEP was completed which sampled eight Florida county districts for the purpose of measuring the effectiveness of their remediation programs. The Report to the Florida Senate Committee completed by faculty and staff of Florida State University is entitled, A Report of On-Site Visits to Determine the Efficacy of the Florida Compensatory Education Programs. (Burkman, 1978). To unrandomized sample of eight counties inhibits one from generalizing to the entire state, or to grades other than eleven. There are however reported findings which may provide clues as to how remediation efforts may be progressing.

Some of those findings are as follows:

1. There is no consistent district-to-district method of identifying students who need remediation.

2. Most districts employed additional personnel, rather than regular teachers from each school.

3. In many districts it was difficult to find math teachers, therefore teachers were employed who were out-of-field. Some counties hired substitutes.

4. Most districts are attempting to use teaching methods that allow the student to work only on the skills in which he/she is deficient and work individually at his/her own pace. If those methods are to be successful, teachers must have either experience or training. Most teachers in the remedial classes have had no training in teaching individualized curriculum, and lack the skills to effectively use such a program.

5. Teachers find that keeping records on all objectives for all students, in all the basic skills in unmanageable without support.

6. There is no list of diagnostic tests which correlates the State Assessment Test items to the remediation steps necessary to improve performance.

7. In those districts where the teachers have been given the responsibility for selecting, acquiring, or generating materials for remedial classes, few innovative strategies have emerged, i.e., the typical behavior is to use whatever materials are already available.

8. The teacher does not have the time or the resources to generate effective materials.

The Report seems to justify the need for an inservice program which addresses the problem of remediation across grades 3-5-8 and especially 11. The basic question is, what will the form and substance of this inservice effort be? What is the most efficient method to insure the greatest statewide impact? The workshop organization proposed in this paper is an outgrowth of a workshop mutually designed, implemented and evaluated by university and elementary faculties in response to these basic questions. The proposed ogranization should be viewed as one type of approach that might be useful in addressing the concerns of in-service training.

Before presenting a tecnnical assistance in-service workshop design, some basic assumption (the foundations) should be shared with the reader. The foundation upon which all other assumptions are based

in called the variety pool (Schmuck & Runkel, 1976). One key to effective faculty adaptability appears to be the school's capacity to use its own resources to do things in new ways. The school can realize this capacity by means of using the repertoire of resources that it already has available. Such resources include innovative ideas, faculty expectations, attitudes toward risk taking, and individual skills and knowledge. The total accumulated faculty knowledge, competencies and attitudes are already in the schools. If the answer to the school's remediation problems resides within this variety pool, it remains for the in-service workshop designer to develop and foster its emergence and use.

The organizational example chosen for this workshop description is the elementary school. It is recommended that before any district attempts to implement this workshop, a prototype development phase should take place. In this way, the district can document successful procedures and unsuccessful pitfalls which may facilitate further district-wide adoption. This paper then, will not address the issue of district wide adoption strategies, administrative policy recommendations, or allocation of resources necessary to carry out the workshop. The thrust of the paper will be to describe the objectives and procedures recommended to remediate student performance within one elementary school, using the competencies and procedures advocated by the Florida Linkage System. The assumptions behind those procedures are listed below.

Assumptions For The Process Workshop

There are a number of assumptions regarding faculty staff development (Drummond & Nuernberger, 1977), (Schmuck & Miles, 1971), organizational development, and prototype development which should be mentioned in order to place the process workshop in its proper perspective.

I. Faculty Staff Development Assumptions

1. Teachers have the competencies to provide students with all the instructional strategies required to meet the minimal acceptance level of the Florida Statewide Assessment

2. Teachers have a vested professional interest in having their students meet these stated minimal skill levels.

3. Given the time, resources and strategies, teachers will be be able to generate, state, and describe the required instructional strategies.

4. If teachers are treated like competent professionals who enjoy their work, they will behave that way.

II. Organizational Development Assumptions

1. Schools, like all organizations, have goals and processes which help determine norms and roles, which then shape behavior, andaptiveness ad decision making.

2. Goals and processes arrived at and decided upon through group processes and consensus have a greater chance of success within the school, than school goals and processes arrived at through administrative directives or outside experts.

3. The success at meeting school goals is positively correlated to the number of teachers who have personally internalized those goals, i.e., school goals match teacher's personal goals.

4. Conflict is normal and should be viewed as constructive action toward successful problem solving.

5. The systematic group solution to organizational problems is superior to any one leader's solution.

6. Competence shifts across persons as the task requirements vary, i.e., leadership may change across organizational task settings.

III. Prototype Phase Development Assumptions

1. The development of a case model which represents the constraints of a large domain will facilitate solutions otherwise too expensive or complex to be implemented.

2. A school case study model has advantages over county problem definitions and solutions in terms of: expense, flexibility for change, and administrative agreement.

Workshop Strategies

The complete workshop design is composed of four separate phases, each designed to introduce and implement a group process of (1) problem identification, (2) solution design and (3) solution developments and (4) evaluation. The size of each workshop is of little consequence since the unit of implementation is a predetermined faculty team. Teams should be no larger than seven and no smaller than three. The composition of the team should remain exclusively teachers. The optimal length of the phase 1 should be about two hours, phase 2 should be about two hours, and phase 3 and 4 are variable.

Problem solving must initially focus in on the within-team process. Team processes embedded in the four workshop phases have been generalized from the following problem solving steps. (1) state the present situation, and where you would like to be (2) analyzing the problems, (3) generating multiple solutions, (4) designing plans for action, (5) forecasting consequences of intended action, (6) taking action, and (7) evaluating the action. Using these seven steps as guideposts, the in-service process workshop phases will be described.

Workshop Phase # 1: Problem Identification

Rationale:

The participants in the workshop, e.g., teachers, must be aware that a problem situation does exist. They must feel a need to come to resolution about the problem. The problem area described in this paper is State-wide Assessment remediation and is an example of the kind of problem associated with the in-service process workshop. Other potential problems which relate to this approach might be (a) analysis and remediation of any instructionally related student based problem, (b) local parent group's understanding of school related problem and (c) staff related issues concerning morale. Regardless, of the problem's origin or form, e.g., performance data or problem descriptions in prose, the faculty must understand and believe that for them, the problem is real and is capable of partial solution at their level.

Situation:

The Florida Statewide Assessment results have been reported for grades 3, 5, 8, and 11 at the county level. After analysis by the county research department, the individual school received their student performance results.

While many students have been meeting state, minimum standards, unforunately tooo many students are still in need of improvement in order to meet these standards. The first workshop must accomplish the following objectives:

Objectives.

1. Given the statewide assessment results for the county and their schools, the teacher will be able to interpret the results.

    a. Teachers will be able to indentify relationship between the states standards, skills, item numbers and individual student responses.

    b. Teachers will be able to identify student performances expressed as percentages for the county and school level.

    c. Teacher will be able to trace the relationships between standards, skills, item numbers in class percentages, and in district percentages.

2. After being given a practice example and an explanation, each teacher will be able to:

    a. Identify a standard not meeting minimum performance levels

    b. Identify which skills were tested for that standard

c. Identify the test items in the student booklets, and write the percentage of student response for each correct item answer and distractors.

d. Interpret results.

3. Given appropriate state-wide assessment data, the teachers will be able to:

a. diagnose student response per item

b. analyze items missed within each skill

c. analyze construction of test questions

d. list prerequisite skills required in earlier grades per skill

5. Given skill prerequisites, teacher diagnosis anad anlysis, the team will be able to:

a. generate instructional strategies required to teach each skill

b. through consensus, prioritize these instructional strategies, as most effective to least effective.

6. After completing this first workshop, the attitudes of the teachers will be positive toward the procedure and task requirements.

Procedures

Before the teachers assemble for the workshop, the school based curriculum specialist and the workshop facilitator will divide the faculty into teams, across grade levels. For example, in our elementary school example the teams might be as follows:

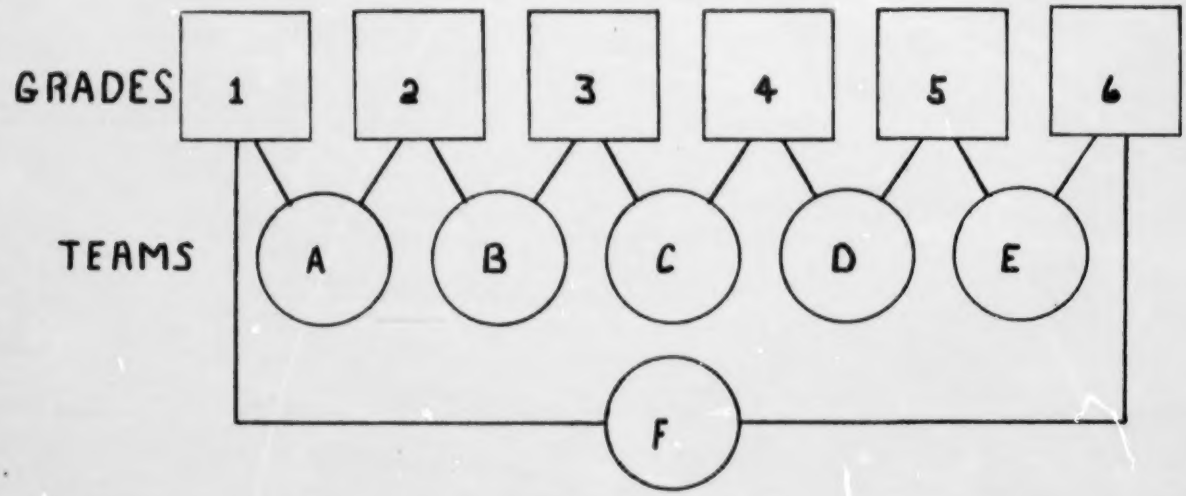

Figure 1

Faculty Team Member Across Grade Levels

Each team will be composed of teachers from two sequential grade levels, with the exception of Team F. Team F will provide an overall prospective i.e., grades one and six of the curriculum by providing the divergency which may encourage innovation. The positive characteristic of designing teams across grade level is that it (a) facilitates formal communication, where none had been encouraged before, (b) broadens the individual teacher's perspective of the relationship of prerequistes and existing skills, and (c) reinforces the assumption of using the accumulated faculty knowledge contained in the school's variety pool. This grade level team arrangement is a positive example of bureaucratic structure facilitating organizational innovation.

Organizationally, the process-workshop changes the role of the teacher from an individual person doing his/her own thing behind the classroom door, to a person working, contributing, and making decisions in full view of colleagues and peers. Because the teacher is a professional he or she is the most appropriate to diagnose and analyze the problems. They are the experts. This postive change in teacher role expectations will proportionately change the norms in the school. By arranging teams of teachers across grade levels, this positive normative outcome is reinforced and strengthened. Herein rests the strength of the workshop, i.e., a permanent role and norm change lending to an inner-organizational state of receptive adaptability. An enlighted organization change posture requires an inner-organizational state of expanded faculty responsibility expectation and normative adaptability.

Once the workshop begins the teachers should learn their team assignments and settle in. The following schedule takes place:

1. Introduction:

    a. Expectations and rationale for workshop

        1) workshop procedures

        2) time orientation

        3) expected workshop outcomes

    b. Introduction of any non-school based persons

2. Instruction and/or review of diagnostic procedures of the problem. In this case, a review of the interpretation of data generated from the statewide assessment.

3. Each team will have copies of the district and their own school data. They will also have newsprint, pens, and tape, and a workshop agenda.

4. After choosing a team secretary, each team decides through consensus, to analyse a standard not met by their students.

5. Each team traces that standard, through its skills, and test items, to an analysis of the causes of the students correct and incorrect responses.

6. The required prerequisites are listed for each test item.

7. Using brainstorming and consensus making rules, the team generates and prioritizes in structional strategies which remediate the student performance.

8. After team consensus, the secretary writes on the newsprint, the standard, skills, and prioritized instructional strategies required for that skill.

9. The newsprint of each team is posted, and presented to the entire workshop. Posting each team's output and decision will result in faculty cross-influence of innovative methods, identification of potential instructional problem situations, professional role confirmation, (for the individual) and organizational norm building (for the groups).

10. These newsprints are collected by the school-based curriculum specialist or workshop facilitator. The next day, the entire faculty receives a mimeograph paper identifying each team member and the prioritized lists of instructional strategies. The dissimination of team findings to the entire workshop faculty is a continuation of the workshop design to permanently influence faculty role and norm expectations.

11. As a concluding activity, each faculty member responds to a Workshop Evaluation Sheet. Each teacher rates the severity of the problem identified and the presentations and procedures of the workshop in terms of (a) relevance and (b) time toward meeting that problem and finally (c) the materials generated in the workshop.

12. They are thanked for their hard work, attentiveness, and professional approach to solving the problem.

13. They are told that the ideas and strategies generated here will be the main focus of activity for the next workshop.

Before the second workshop is begun, the curriculum specialist sends a personal copy of the team generated strategy mentioned in step 10 above to each participant. Each teacher is asked to individually review these prioritized strategies, in preparation for the next workshop. A brief Delphi procedure will be used to clarify goals for the second

workshop. This procedure gives credibility to the workshop facilitators, in that, all teachers discover that their teams efforts are now shared with their peers and administrators.

Workshop Phase # 2: Solution Generation Within Grades Level

Rationale:

The faculty is now aware of the problem situation and has engaged in some preliminary diagnosis and solution strategies. This second workshop will now build upon the outcomes of workshop phase #1, thus providing a sense of task continuity and professional credibility for the workshop facilitators. That is, the implied promise was to treat teachers as professionals (role building) and give them the final decision in determining the instructional methods required to teach the skills chosen (norm confirmation and reinforcement).

Situation:

Each teacher arrives with his/her mimeograph printout of instructional outcomes from workshop #1. The first workshop had teachers across grade levels. Workshop #2 teams will now review those decisions within grade level. The problem situation is restated for the grade level team and a review of the diagnosis procedure is given. It should be noted that prior to any workshop task procedures, the teachers will be given a brief review of the diagnosis procedures necessary to continue

the analysis. The second workshop will complete the following objectives:

Objectives:

1. Grade level teams will review the instructional decisions of workshop #1.

2. Through brainstorming and consensus making procedures, the teams will add, drop and/or change the solution strategies generated from the first workshop.

3. These solutions will then be prioritized into three levels:

   a. Most effective method--These methods, through mutual agreement, will be used in all grade level classrooms.

   b. Enrichment methods--These methods may be used to augment and strengthen the skills being taught.

   c. Remedial methods*--These methods may be used to provide prerequisiste skill development.

4. Teams will agree as to what the required prerequisiste knowledge is necessary for skill development, i.e., a mutually agreed upon task analysis.

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*Note: The instructional methodologies decided upon levels, a, b, and c will be variable. Remediations in this case means a different instructional approach, more in fitting with the work habit skills of the learner.

5. Through a force field analysis technique, each team will list the resources and constraints for the implementation of each method.

    a. If forces hindering the implementation of the methodology are discovered, a revision loop will be included in the workshop allowing the teachers to devise a way around the hindering force. The same group processing skills used to generate the solution strategies will be used to help design implementation methods.

    b. The force field analysis technique will be briefly discussed so as to demonstrate it's focusing and clarifying capabilities.

6. Each team secretary will list the team outcomes on newsprint, i.e., the re-prioritized solutions step 3.

7. Each team makes a presentation of their outcomes to the entire workshop.

Before the third workshop takes place, the school-based curriculum specialist will disseminate all team findings to each school faculty member, i.e., product output.

Workshop Phase # 3: Solutions and Implementations

Rationale:

The number of standards requiring diagnosis, analysis, and instructional solution is too large for any two hour workshop. Therefore, the first half of the workshop will be a continuation of the processes begun in workshop #2. This will insure complete coverage of the standards in need of solutions. As mentioned earlier in this paper, a brief review of the diagnosis process will be given prior to any workshop session.

The second half of the workshop will have each team generate classroom implementation techniques and evaluation criteria required to measure effectiveness. In addition, the teams will identify evaluation data e.g., student achievement results, time to criterion, ease of presentation, necessary to measure the effectiveness and efficiency of the instructional strategies. The non-school based persons facilitating the workshop should be knowledgeable in program development and classroom method evaluation. These facilitators can then offer counsel on performance data collection ideas as well as attitudinal data collection.

Objectives and Procedures:

1. Each grade level team will diagnose, analyze, and write solution strategies required to teach the skills of standards not analyzed in workshops number one or two.

2. The procedures of brainstorming and consensus making will be reinforced and encouraged.

3. Each team will review and prioritize its own implementation strategies and then design methods (agreed upon by the team) of collecting data and instructional strategy evaluation.

    a. Each teacher will be expected to implemant and evaluate a strategy agreed upon by the team.

    b. Since they are responsible for the solution implementation, they should be encouraged to design their own evaluation. Team agreement is required.

4. The team secretary will write the findings on newsprint and a presentation will be made to the entire workshop.

Before the next workshop, the curriculum specialist will mimeograph the team solution evaluation strategy and send each faculty member a copy. Thus the concepts of professional role expectation and norm building will be continuously developed. After these workshops, the teachers will experience personal ownership of (a) standards chosen for probable solution, (b) instructional strategy generation, and (c) data collection techniques.

Workshop Phase # 4: Evaluation of Solution Implementation

Rationale:

The combined results of the first three workshops have had two main thrusts: first, the solution of some agreed upon instructional problem, and second, faculty development. Other positive outcomes have been (a) organization norm building designed to encourage innovation and team work, (b) role modeling designed to treat teachers as professionals influencing more than just their own classrooms, i.e., a shift in the locus of control and (c) increased communications across grade levels. These workshops are designed to maximize the influence of the faculty pooled knowledge. That is, thirty faculty members representation accumulated experience base of hundreds of years, and the impact of those years will be greater than any one individual faculty member.

Objectives:

1. Each team member will share and rate the quality of data collected to insure that date meet the requirements designed in workshop #3.

2. The data will then be compared and combined with other team member's data for comparison to other solutions tried.

3. An evaluation and revision will be made for each attempted solution.

a. Modifications will be agreed upon by each team. Strategies will then be decided upon and plans made for data to be collected because of these modifications.

b. Time lines for data collection/evaluation will be agreed upon.

4. The teams will write on newsprint and share their findings for each solution strategy.

5. The remainder of the workshop will be an evaluation and critique of the In-Service process workshop.

a. These comments will be generated by each team, which will write and share positive suggestions with the entire workshop.

Concluding Remarks:

The In-service Process Workshop has many features found in some of the latest and most effective teacher workshops, (Bishop 1976). The stress on communications, personal ownership of solutions, team building, role modeling and organizational norm setting could have a positive and lasting effects on many school-based issues. In addition, the problem solving strategies of brainstroming force field analysis, and decision making through consensus, reinforce the innovative thrust begun with the workshop, (Schumk

& Runkel, 1972). The phasing of workshops will provide a sense of continuation and continuity of ideas through to their implementation and evaluation. A sense of closure will develop. The other positive attribute of phasing is that the leadership of the workshop will undergo a transition (shown in figure 2). The facilitator will structure the activities in the four workshop sessions so that the leadership for each workshop will gradually change from the facilitator to the teachers. Each workshop setting will have the teacher assuming a greater and greater leadership role.

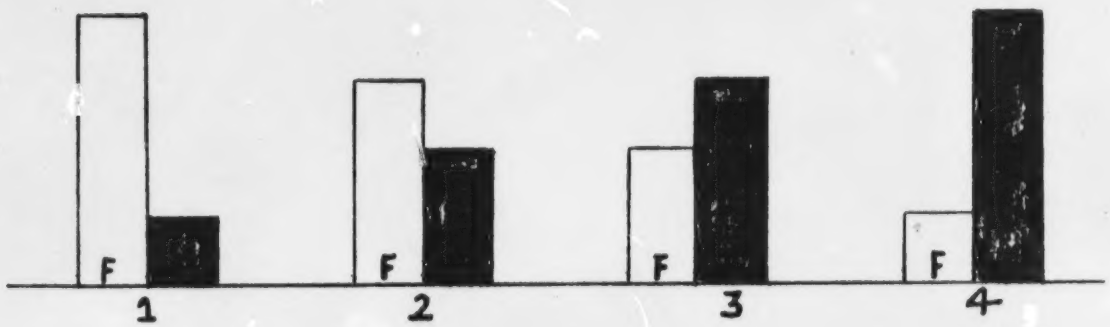

Figure 2

Leadership Transference

Workshops

Transitional Leadership responsibility across workshop

The outcomes of the In-Service Process Workshop will be as follows:

1. Identification of State Educational Standards in need of instructional attention.

2. Identification of knowledge and skills necessary to master those stated standards.

3. Teacher agreement of instructional methods to:

    a. Teach those skills.
    b. Enrich those skills.
    c. Remediate those skills.

4. Agreement upon implementation strategies.

5. Agreement upon evaluation procedures and data required to measure the effectiveness and efficiency of those skills.

6. Dissemination of all team generation ideas to the entire faculty.

7. Faculty member role expectation will have positively changed:

    a. Professional pride will increase.
    b. The amount of teacher perceived locus of control have increased.
    c. The amount of organization control will have increased for teacher.

8. Organizational norms will encourage more faculty involvement, greater risk taking, greater personal ownership of instructinal outcomes, more individual attempts to bring about change and greater leadership responsibilities.

The traditional workshop had the consultant do: (a) his thing, or (b) your thing or (c) your thing his way. The impact was usually transitional, impersonal and content related. The in-service process workshop employs known humanistic processes which encourage professionals to utilize their competencies for personal recognition and simultaneously meet organizational goals.

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